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ABSTRACT

This document presents a justification, proposal, and implementation plan for a comprehensive theatre arts program at Badger High School, Lake Geneva, Wisconsin that would offer a full schedule of amateur and professional arts programs involving the students and the community. The brief Justification section notes that every elementary and secondary school should offer a balanced, sequential, and high quality program of instruction in arts disciplines. The Proposal section of the paper introduces the goals of the program: (1) to encourage involvement in the performing arts from the students and the community; (2) to involve students in all aspects of theatre production; (3) to maximize the use of the theatre facility; and (4) to make Badger High School a leader in performing arts production. The brief Implementation section of the paper outlines the four stages of the program. The Stage One Implementation section of the paper presents detailed job descriptions for the Theatre Manager and students staff jobs (including production staff and technical staff positions) as well as a funding proposal. The paper concludes with numerous units of study and time allocation charts for courses in Theatre Literature, Theatre Production (I and II), Theatre Tech (I, II, and III), Acting for the Musical, Dramatic Acting, and Theatre Practicum. (RS)

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ED 383 006

Performing Arts Program

Badger High School

Written
By
Dan Holmes

CS508901

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PERORMING ARTS PROGRAM

CONTENTS

JUSTIFICATION

PROPOSAL

IMPLEMENTATION

STAGE ONE OF IMPLEMENTATION

Performing Arts Program

Justfication

"Every elementary and secondary school should offer a balanced, sequential, and high quality program of instruction in arts disciplines taught by qualified teachers and strengthened by artists and arts organizations as an essential component of the curriculum."

That statement is the heart of a document called the Philadelphia Resolution, drafted in March of 1986. The meeting was organized by the American Council for the Arts and the Music Educators National Conference. In subsequent meetings, this same group drafted a set of "Concepts for Strengthening Arts Education in Schools" which begins with this statement: "To increase the level of artistic literacy in the nation as a whole, the arts must be taught with the same rigor, passion, and commitment with which they are created and presented to the public." They also endorsed the following "philosophical and operational concepts":

Instruction in the arts must be a basic part of the curriculum; such instruction must be integrated with the highest quality arts experiences both in schools and in theatres, concert halls, and museums; such experiences must be integrated with instruction as part of comprehensive curricula.

Arts curricula should be for the development of skills in and knowledge of the arts. Learning about and experiencing the arts can develop critical and creative thinking and perceptual abilities that extend to all areas of life.

Resources are often available through individuals and arts organizations and in elementary, secondary, and postsecondary education to form the foundation for quality arts education programs in each local community. These resources must be identified, integrated, utilized and expanded.

Ways must be found at the local level to meet or exceed the goals and standards established by professional arts education associations and accreditation authorities.

Arts education programs will build audiences and strengthen community volunteer and funding support for cultural, visual and performing arts organizations and institutions. Therefore, these organizations should allocate significant resources and efforts in support of arts education.

Model projects and advocacy efforts are critical to establishing a consistent and compelling case for increasing the economic base of support for arts education in schools and in the community at large. While the primary responsibility for increasing budget allocations in support of education programs rests with local school boards and administrators, we must recognize our share in this responsibility as members of the larger society. We must build a powerful community constituency at local, state and national levels among arts and arts education organizations to initiate a step-by-step process for change.

The National Education Association has suggested a list of qualities that the theatre gives to students and the community.

Theatre leads to understanding and appreciation; participation is essential.

Theatre has the power to move and change the individual.

Theatre offers a creative and emotional balance to academic learning.

Theatre complements other subjects by making people better thinkers.

Theatre is political.

Theatre enables children to achieve.

Theatre combats isolation.

Theatre is compassionate; it respects childhood and reinforces a sense of vulnerability and wonder.

Theatre is a valid way of knowing and learning.

Creating theatre is an exciting, satisfying, magical experience which uses a person's best characteristics.

Theatre has form, discipline, and structure; theatre is serious.

A commitment to artists and community professional resources should be integrated into currucula.

Critical standards for theatre in schools should be appropriate to the educational process.

Active participation in theatre should be emphasized.

Schools should be flexible with scheduling, and incorporate interim scheduling to facilitate theatre experiences.

Performing Arts Program

Proposal

BADGER PERFORMING ARTS PROGRAM PROPOSAL

Badger High School is fortunate to have one of the finest performing arts facilities in the area. While the theatre is used for the high school dramatic arts and music activities, the facility remains relatively unused. Because of this inactivity, students are not being exposed to the performing arts as often as they should. They do not get the opportunity to see a variety of musicians, dance troupes, or theatrical performances, either professional or amateur. In addition, the community maintains the impression that the theatre is nothing more than an extension of the high school building and program. A comprehensive performing arts program can serve the community of Lake Geneva as well as the students of Badger High School.

The purpose of this proposal is to introduce a program:

1) that encourages involvement in the performing arts from the students and the community.

2) that effectively involves students in all aspects of theatre production.

3) which maximizes the use of the theatre facility.

4) that would make Badger High School a leader in performing arts production.

Finally, this proposal will encourage the implementation of a

Performing Arts Program at Badger High School. This proposal will outline recommendations in the areas of theatre programming and management and student assisted programs. It will also contain information concerning public relations, funding and financial support for this program.

The proposed Badger Performing Arts Program will feature a full schedule of both amateur and professional performances. In addition to the schedule of high school performances, the theatre will be scheduled for use by school groups throughout the community, local performing groups, public speakers, college and university groups, and professional performers. A typical month of programming might include a performance by a university jazz band, a local dance troupe recital, a speech by a well known actor or author, and a presentation by the high school theatre troupe. In addition, the theatre might be used for local grade school music programs and perhaps a presentation by a group from the Junior High. The idea is to provide a program that will make the theatre a center for the performing arts in the Lake Geneva community. It is estimated that the facility will be in use an average of once a week and will quite often be scheduled for more activity.

The theatre manager will play an important role in the success of this program. The theatre manager will be responsible for all theatre

operations including box office management, technical direction, and scheduling of the facility. It will be the responsibility of the manager to contact and contract performing groups outside the school system. The manager will be a liaison to the school and district administrations so all will be aware of the theatre schedule. All publicity and public relations for the Badger Performing Arts Program also will be handled by the manager.

It is recommended that the theatre manager organize two groups of student assistants so that the tasks of running the box office and theatre can successfully be performed. The first student group will assist in all aspects of production including box office, publicity, and house management. This program will be modeled after the teacher assistant program currently in place at Badger High School. The production staff will be trained in "ticket", data base, and word processing computer operations, and they will receive training in season ticket sales, phone and mail orders, and reserved seating operations. (All ticket sales will be computerized for accurate bookkeeping and for ease in reserved seating sales.) When not working with theatre patrons, the production assistants will be involved in writing press releases, organizing house managers and staff, and other facets of public relations. This will prove to be an excellent educational experience for any student who chooses to be involved.

The other student assistant group to be organized is a technical staff. This group of students will be trained in the area of technical theatre (lighting, sound, stage management) and will operate all technical aspects of a production, from "load in" to performance to "load out". This trained and skilled group will help maintain the physical plant and theatre equipment. This, too, will be an excellent educational opportunity for students.

The Badger Performing Arts Program will provide the best training available to students interested in theatre, communications, and management. The responsibilities, job experiences, and pride in a job well done are only a few of the rewards these student teams will receive. They will learn lessons in civic duty and community service. They will be seen as community ambassadors for Badger High School.

Since the high school box office is currently being used for storage, some changes are necessary. We should have a safe box office with a computer, printer, office equipment, furniture, and supplies. A separate telephone line is also recommended so theatre business can be conducted without monopolizing the high school telephone lines. Under the proposed Performing Arts Program, the box office will have regular operating hours.

The key to success in this program is going to be in the ability to provide publicity to the students and community. High quality brochures,

calendars, tickets, and other publications will certainly be effective methods of publicity. We will also rely on posters, newspaper advertising, radio broadcast, and patron recommendations to lead this program to the success it can enjoy season after season.

Funding for this program must initially come from the district. It is important that a good variety of artists be presented to the school and community. It is also important that the theatre manager become responsible for overseeing the program's finances. As soon as possible, additional financial resources, other than ticket revenues, will be developed and put in place. Combining box office receipts, revenue from a successful Patron of the Arts program and possible grants from organizations like the National Endowment for the Arts, the Badger Performing Arts Program can soon be financially stable. This program can begin showing a profit in less than one year, and I am certain this program will be able to stand on in its own in less than two years.

I would like to encourage the implementation of this program. We have the opportunity to be a leader in the performing arts arena and to demonstrate our commitment to the performing arts. The sooner steps are taken toward putting a performing arts program in place, the sooner students and the community of Lake Geneva will have a performing arts program that provides quality performances, quality education, and valuable work experiences. Badger High School is a leader. This program

will lead the school and the community to a better appreciation for the performing arts. The implementation of this program will open several new opportunities to students.

Performing Arts Program

Implementation

IMPLEMENTING THE PERFORMING ARTS PROGRAM

The implementation of the Performing Arts Program at Badger High School can be accomplished in four stages.

Stage One

Write a job description for the position of Theatre Manager. Submit the job description to the administration for approval.

Write job descriptions for the student positions in Production and Technical Theatre. Submit these job descriptions to the administration for approval.

Write a funding proposal. The proposal will detail how much money is needed for start-up costs and future funding plans including a Patron of the Arts program. The proposal should also detail office, computer, and software needs. Submit the funding proposal to the administration for approval.

Stage Two

Equip the box office.

Begin scheduling the 1991-'92 Performing Arts Program.

Assemble the production staff. Promotion crews will begin working on season publicity, season tickets, and publicity for the first performance.

Assemble and train the technical staff.

Stage Three

Begin approved funding programs.

Begin grant research and grant writing.

Stage Four

Write and offer curriculum for Production Class and Stagecraft Class so classes now serve as a feeder program into the Student Production and Technical Staffs.

Develop a theatre program at the high school level that encourages junior high students to become involved in performing arts.

Performing Arts Program

Stage One

Theatre Manager Job Description
Student Staff Job Description
Funding Proposal

Theatre Manager Job Description

I. Job Title and Qualifications

A position shall be created to administer all aspects of theatre operations. This position shall be called Theatre Manager. The Theatre Manager shall be a certified teacher with a strong arts background with excellent management and communication skills.

II. General Description

The Theatre Manager will organize and administer the Performing Arts Program and all aspects of theatre operations. In addition, the Theatre Manager will act as a liaison to district and high school administrations. The Theatre Manager will organize, promote, and supervise the Performing Arts Program and develop resources for funding the Performing Arts Program. The Theatre Manager will also organize and manage student assistant programs in the areas of technical theatre and theatre productions.

III. Job Responsibilities

The Theatre Manager will have job responsibilities with the Performing Arts Program and student support staffs. The Theatre Manager will also have administrative duties.

A. *The Performing Arts Program*

The Performing Arts Program is a concert and convocation series. The Theatre Manager will coordinate and schedule eight events per year for the Performing Arts Program. Events will be scheduled one per month during the school year with the exception of December when no events will be held. The Theatre Manager will form a faculty committee which will recommend performing groups and speakers to participate in the series. It will then be the Theatre Manager's responsibility to contact, contract, and schedule performances. It will be the Theatre Manager's responsibility to see that all events are adequately

staffed, the box office is staffed during scheduled hours, and all personnel problems are resolved.

B. *Student Staffed Technical and Production Groups*

1. Production Groups

The Theatre Manager will organize, train, and supervise student groups working in the box office, with publicity and promotion, and as house managers. (See Production Staff job descriptions.)

2. Technical Groups

The Theatre Manager will organize, train, and supervise student groups in technical theatre. This will include staffing light, sound, and stage crews for all events. It will also include training staff members in equipment maintenance. (See Technical Staff job descriptions.).

C. *Administrative Duties*

The Theatre Manager will keep high school and district administrations informed about contracts, budgets, student staff, and scheduling. It is recommended that a monthly report of these activities be submitted to district and high school administrations. The Theatre Manager will be responsible for promoting all programs. Promotional activities will include publishing brochures, tickets, posters, media advertising, and establishing support from community business and social organizations. Since the Theatre Manager will be the principal person involved in contacting and contracting performing groups, it will be the Theatre Manager's responsibility to prepare and manage the Performing Arts Program and box office budget. It is recommended that the district Business Manager work with the Theatre Manager to help prepare and administer the budget.

Theatre Manager will be involved in writing grants, organizing a Patron of the Arts Program, and exploring alternative forms of funding. The Theatre Manager will be the liaison to the community, soliciting public support for the Performing Arts Program from businesses and social organizations.

Finally, the Performing Arts Program is not only a tremendous opportunity for Badger Students, but this unique

program can provide the opportunity to work with college or university interns. The Theatre Manager shall establish and supervise a college intern program in production and/or technical theatre.

IV. Compensation

In addition to the teacher's salary, the Theatre Manager should be paid in accordance with Article VI, Group 6 of the Master Contract of Agreement. Because of the supervisory responsibilities and administrative duties required to manage the Performing Arts Program and student staff positions, the Theatre Manager should have no more than three periods of classroom responsibility per day.

PRODUCTION STAFF

Box Office Responsibilities

Operate Ticket, Data Base, and Word Processing computer programs.

Work in Box Office at scheduled times:
- -Take ticket orders by telephone.
- -Take mail orders.
- -Prepare ticket packs.
- -Assist all school organizations with ticket sales.
- -Report to Theatre Manager about daily ticket activity.

Help organize Season Ticket Sales.

Compile data base of:
- -Downtown patrons.
- -Patron of Arts.
- -Mailing list of frequent theatre attenders.

Help publicity crew with:
- -Press releases.
- -Telephone publicity.
- -News releases.
- -Displays.

Box Office will be open weekdays from 11:00 a.m. until 4:00 p.m. and during scheduled performances.

PRODUCTION STAFF

Publicity Responsibilities

Design, print, and distribute posters for the season and individual events.

Prepare program copy design.
- -Cover design.
- -Inside layout with all information.

Write and distribute press releases for the season and for each show.

Prepare other season publicity.

Schedule story and photos for newspaper.

Maintain display case.
- -Cast and crew photos and bios.
- -Other displays as needed.

Check with stores to set up publicity.

Prepare and distribute information on:
- -Season tickets.
- -Patron of the Arts.

Mail publicity to the Patrons of the Arts, board members,and frequent theatre attenders.

Assist house manager with ushers/ticket sales.

Assist with coat check.

Organize Faculty/Parent Galas.

PRODUCTION STAFF

House Manager Responsibilities

Work with the publicity crew on:
- -Program copy.
- -Poster distribution.
- -Ticket sales.
- -Lobby display.

Attend rehearsals to set intermissions.

Set up coat check.

Enlist ushers and coat checkers for performances dates.

Help with ticket sales on the performance nights.

Communicate with ushers regarding:
- -Proper handling of tickets/stubs.
- -Distribution of programs.
- -Emergency procedures.
- -Problems with crowd control.
- -Seating latecomers.

TECHNICAL STAFF

Stage Management Responsibilities

Prepare pre-show check lists.

Run pre-show check list.

Set stage for rehearsals.

Take notes during rehearsals.

Write light and sound cues with director.

Call cues and times for cast and crew.

Call cues during technical rehearsals.

Run backstage cue calls (when necessary).

Communicate with technical crew and note all problems.

Run scene shifts.

Check performers for "places".

Assist where needed in technical crew.

Assist performers on and off stage.

Store and clear stage props each night.

Assist with strike.

Assist with clean-up after strike.

Report problems to director.

TECHNICAL STAFF

Lighting Crew Responsibilities

Inventory and clean gel storage.

Check equipment operation.

Assist with light hang and focus.

Attend rehearsals to check light cue needs.

Create lighting cue sheet with Technical Director.

Practice lighting cues.

Start lights for rehearsal and performances.

Run light cues during performance.

Run a dimmer check with stage manager each night.

Fix last minute problems each night.

Strike all gels and gobos from stage lights.

Complete the strike.

Report any damage to director.

Learn and perform maintenance on lighting equipment.

TECHNICAL STAFF

Sound Crew Responsibilities

Set up, check and operate all sound equipment.
- -Technical rehearsals and performances.
- -Headsets.
- -Microphones.
- -Sound tape and recorder.

Check sound tape for all cues and quality.

Sit in on rehearsals to see cue needs.

Plan cue sheet with Technical Director.

Set volume levels to be recorded on cue sheet.

Run show from booth with Technical Director and Stage Manager.

Test all equipment each night.

Strike and store all equipment each night in proper location.

Strike and store any additional equipment.

Report any damage or theft immediately to technical director.

FUNDING PROPOSAL

Initial Funding

Initial funding for the Performing Arts Program must come from the district. As stated in the proposal, the Performing Arts Program can begin showing a profit in one year and will be independent of district funds in two years. Ideally, the Performing Arts Program will need the district to finance the first four performances of an eight performance season. It is expected that after the first four performances the Performing Arts Program will need only occasional financial support from the district. The cost of the first four concerts will not be determined until performances are contracted. However, the cost can be estimated between $5,000-10,000.

A separate account should be established for the Performing Arts Program. The Theatre Manager will administer the budget, make purchases, and arrange contracts from this account. As stated in the Theatre Manager job description, the Theatre Manager will work with the district Business Manager to establish and administer the budget.

Box Office Necessities

The box office will demand attention before it can serve the needs of the Performing Arts Program. Below is a list of needs for the box office.

Paint walls.
Restore heat.
Install telephone line and telephone and answering machine.
Install office equipment including desk, table, two office chairs, computer, printer, and some type of storage.
Office supplies.
Computer software including "ticket", data base, and word processing programs.

The box office will also need office supplies including computer paper, mailing envelopes, mailing labels, ticket envelopes, pens, and ticket stock. A "ticket" program will need to be purchased. With this program, the box office can produce tickets for all events scheduled

into the theatre. The Performing Arts Program will need to use a data base to maintain an accurate patron file and mailing list and a word processing program for letters, press releases, etc. The word processing and data base programs are already owned by the school.

Patron of the Arts Program

Patron of the Arts is a funding program which invites businesses, social organizations, and individuals to contribute to the financial success of the Performing Arts Program. To become a Patron of the Arts, a minimum donation of $50 for individuals and $100 for businesses and social organizations is required. In exchange for this tax deductible contribution, Patrons of the Arts receive preferential seating at all events and are recognized in all playbills. The Patron of the Arts funding program can raise an unlimited amount of money with a minimum investment.

Advertisement

Business and other organizations will be given the opportunity to purchase advertising in playbills. This will not only be a good, economic way for businesses to advertise, but it will also help pay for playbills and other Performing Arts Program advertising.

Grants

Based on the information available, the Performing Arts Program may qualify for state and national grants. The grants can be used to support the Performing Arts Program and to help develop and implement new programs in the arts. Grants are available from a variety of sources. It is the Theatre Manager's responsibility to pursue grants. (See Theatre Manager job description.)

Below is an estimate of initial costs and income through the first four performances of an eight performance season.

Initial Costs

Four performance contracts	$5000 - $10,000
Box Office	
Renovation and office equipment	$1000
Office supplies	$500
Initial advertising costs	$500
Computer	
Hardware - An IBM computer and printer may be available from Badger High School.	
Software - Data base and word processing programs may be available from Badger High School.	
Ticket program	$300
TOTAL ESTIMATED COSTS	$7300 - $12,300

Income

Ticket Sales	
Per Performing Arts Program performance based on $5.00 per ticket and 70% capacity	$2450
Four performance ticket sales	$9800
Patron of the Arts	$2000
Advertising	$500
Grants	No Estimate Available
TOTAL ESTIMATED INCOME	$12,300

THEATRE CURRICULUM

BADGER HIGH SCHOOL
LAKE GENEVA, WISCONSIN

THEATRE LITERATURE

THEATRE PRODUCTION I

THEATRE PRODUCTION II

THEATRE TECH I

THEATRE TECH II

THEATRE TECH III

ACTING FOR THE MUSICAL

DRAMATIC ACTING

THEATRE PRACTICUM

CS
CS509901

Theatre Department Philosophy

The educational aim in the theatre department of Badger High School is to provide for the optimum social, emotional and intellectual growth and development of students in light of their needs and interests. It is our belief in Lake Geneva that theatre plays a vital role in the education of the youth of the community. Theatre education directs itself to skill, value, knowledge and application. The unique contribution of theatre education in the curriculum is that it combines all abilities of a student to accomplish this purpose.

It is our philosophy that the focus of our theatre education program is on the student's ability: how to help the students develop, to be challenged and become self-directed; how to help the student develop knowledge and understanding about talents and abilities and gain confidence in those talents and abilities. Above all, the focus is on how to help each student develop and maintain a real joy of theatre which will remain with the student throughout his or her life.

The theatre education program should have balanced emphasis. Classroom instruction is important, but because of the extraordinary demands in the theatre, many classes will be supervised on an independent, outcome based system. The student will be taught and then demonstrate mastery of theatre skills. This method of instruction will help the student develop responsibility and pride in his or her work. A student will carry those aspects with him or her into other studies and throughout his or her life.

Bibliography

Play Production I, II

Play Production in the High School, Beck, Bays, Fleischhaker, Grandstaff, Sill.

Stage Management, Stern.

Backstage Handbook, Carter.

Theatre Tech I, II, II

Stage Scenery, Gillette.

Scene Technology, Arnold.

Videos: Color of Light
Where Do I Start?
Shedding Some Light
How Do I Paint?

Theatre Lit

Four European Plays, Zimmerman.
Theatre and Drama, Marshall and Casady
Modern English Drama, Barrows and Dolker

Theatre Literature

Major goals: Theatre Literature

As a result of taking this course, a student should be able to:

1. Identify, discuss, and write about characterization, themes, plot, and symbolism.

2. Write a play review after having read a play and/or seen a play.

3. Read and understand plays written by major play authors.

SAMPLE: SCOPE AND SEQUENCE

KEY: I - Introduce
D - Development
M - Master
R - Reinforcement

Theatre Lit

	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognize characterization												I,D M	
Recognize theme												I/D	
Recognize plot												I/D	
Recognize symbolism												I/D	
Development of settings												I/D	
Write play review												I,D M	
Read plays written by noted authors													
and identify author characteristics												I/D	

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: CHARACTERIZATION

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	4 weeks	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11-12

Unit Theme - Developmen and Recognition

Course/Subject Theatre Lit

Goal

OBJECTIVE:

Through the reading of theatrical literature and discussion, students wil understand how a theme is developed and recognize it's importance to th play.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Theatre and Drama - Marshall and Cassady

EVALUATION TECHNIQUES:

Test, quiz

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

3 - 4 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: THEME

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	4 weeks	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11-12 Unit Plot-Development and Recognition

Course/Subject Theatre Lit Goal

OBJECTIVE:

Through the reading of theatrical literature and discussion students will recognize how a plot is developed and understand it's importance to the play.

ACTIVITIES:

DEVELOP

MATERIALS & RESOURCES:

Theatre and Drama - Marshall and Cassady

EVALUATION TECHNIQUES:

Test, quiz

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

3-4 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: PLOT

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
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9			
10			
11	225 minutes	3 weeks	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Settings-Development and Recognition

Course/Subject Theatre Lit

Goal

OBJECTIVE:

Through the reading of theatrical literature and discussion, students will understand the importance of the setting, the set and recognize its importance to the play.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Theatre and Drama, Marshall and Cassady

EVALUATION TECHNIQUES:

Test, quiz

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

3 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: SETTINGS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	2 weeks	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12 Unit Symbolism-Development and Recognition

Course/Subject Theatre Lit Goal

OBJECTIVE:

Through the reading of theatrical literature and discussion, students will understand how symbolism is developed and recognize its importance to the play.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Theatre and Drama, Marshall and Cassady

EVALUATION TECHNIQUES:

Test, quiz, papers

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

3 - 4 weeks

* AR - At Risk GT - Gifted & Talented CL - Computer Literacy

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: SYMBOLISM

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
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7			
8			
9			
10			
11	225 minutes	3 weeks	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Play Review-Writing A Good Review

Course/Subject Theatre Lit

Goal

OBJECTIVE:

Students will be able to write a play review of a play they have seen or read and support their opinions.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Play to be selected by student.

EVALUATION TECHNIQUES:

Written papers

CROSS CURRICULAR CODE:

BS, C, GT

TIME ALLOTMENT:

4 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: PLAY REVIEW

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	1 week	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Authors-Recognize Famous Works

Course/Subject Theatre Lit

Goal

OBJECTIVE:

Students shall be able to recognize the author of a major play.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Plays to be selected by students from a prepared reading list.

EVALUATION TECHNIQUES:

Quiz, paper, test

CROSS CURRICULAR CODE:

BS, GT

TIME ALLOTMENT:

on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: IDENTIFICATION OF MAJOR WORKS & AUTHORS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes*	1 week	
12			

* Plays to be used willrequire reading outside classroom.

Theatre Production I

Major Goals: Theatre Production I

As a result of taking this course, the student will be able to:

1. Operate "Ticket," "Data Base" and word processing computer programs.

2. Have a working knowledge of all Box Office responsibilities including:

   a. Receiving and delivering ticket orders.
   b. Creating discount ticket packages.
   c. Creating season ticket packages.

3. Have a working knowledge of organizing and supervising publicity campaigns including:

   a. Writing and delivering a press release.
   b. Creating effective displays in school and community.
   c. Supervising poster design, printing, and distribution.
   d. Supervising program design, printing, and distribution.
   e. Maintaining accurate Patron of the Arts records.
   f. Creating and Supervising direct mailing to Patrons, season ticket holders and others.
   g. Creating a quarterly newsletters.

4. Have a working knowledge of house manager responsibilities.

   a. Organizing parent and faculty galas.
   b. Organizing ushers.
   c. Organizing parking lot attendants and security for PASS events.
   d. Maintaining house operations before, during and after production.

SCOPE AND SEQUENCE

Key: I - Introduce
D - Development
M - Master
R - Reinforcement

THEATRE PRODUCTION I

	K	1	2	3	4	5	6	7	8	9	10	11	12
Computer Box Office Skills											I/D		
Ticket Order Processing											I/D, M		
Ticket Packages-Creation											I/D		
Press Releases - Writing and Distribution											I/D		
Displays-Creation											I,D M		
Posters-Design Print&Distribute											I,D M		
Programs-Design Print&Distribute											I,D M,R		
Patron Record Keeping											I/D		
Direct Mail Writing&Distribution											I/D		
Newsletter-Writing & Distribution											I/D		
House Management Skills											I/D		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-11-12

Course/Subject Theatre Production I

Unit Box Office

Goal Computer Skills

OBJECTIVE:

Students will learn to use "Ticket", word processing, and D-BASE computer programs and apply their use to Box Office operations.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Computer program manuals

EVALUATION TECHNIQUES:

Teacher observation
Completed projects

CROSS CURRICULAR CODE:

C, GT, CC, EE

TIME ALLOTMENT:

Individualized, ongoing - determined by proficiency

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: COMPUTER BOX OFFICE SKILLS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 Minutes	4 weeks	4 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12

Unit Ticket Order Processing

Course/Subject Theatre Productions

Goal

OBJECTIVE:

Students will learn to process ticket requests by phone and mail and walk-in patrons for all scheduled events.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

"Ticket" computer program

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, CC, EE

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: TICKET ORDER PROCESSING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	3 weeks	3 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12 Unit Creating Ticket Packages

Course/Subject Theatre Production I Goal

OBJECTIVE:

Students will learn to create and market ticket packages. (Example: Season tickets for Badger Theatre Productions.)

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Play Production in the High School, Beck, Bays, et al.

EVALUATION TECHNIQUES:

Teacher observation - completed projects

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

On-going, individualized.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: TICKET PACKAGES - CREATION

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	3 weeks	3 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12 Unit Press Release
Course/Subject Theatre Production I Goal

OBJECTIVE:

Students will write and deliver a press release.

ACTIVITIES:

Develop
Look at samples
Attend workshops

MATERIALS &
RESOURCES:

Writers, inc.

Play Production in the High School, Beck, Bays, et al.

EVALUATION TECHNIQUES:

Teacher observation
Completed projects

CROSS CURRICULAR CODE:

C, GT, CC, EE

TIME ALLOTMENT:

Individualized, on-going
Determined by proficiency.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: PRESS RELEASE

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	4 weeks	4 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12 Unit Displays
Course/Subject Theatre Production I Goal

OBJECTIVE:

Students will create displays in school showcase and community as part of a publicity campaign.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Play Production in the High School, Beck, Bays, et al.

EVALUATION TECHNIQUES:

Teacher observation
Completed project

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: DISPLAYS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 munites	2 weeks	2 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12 Unit Posters
Course/Subject Theatre Production Goal

OBJECTIVE:

Students will design, produce and distribute posters for all scheduled theater events.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Play Production in the High School, Beck, Bays, et al.

Workshops

EVALUATION TECHNIQUES:

Teacher observation
Completed projects

CROSS CURRICULAR CODE:

C, GT, CC

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: POSTERS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	2 weeks	4 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12 Unit Programs
Course/Subject Theatre Production I Goal

OBJECTIVE:

Students will design, print and distribute programs for all theatre events.

ACTIVITIES:

Develop

MATERIALS &
RESOURCES:

Past programs

Programs from other theatres.

EVALUATION TECHNIQUES:

Teacher observation
Completed project

CROSS CURRICULAR CODE:

C, GT, EE, CC

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: PROGRAMS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	2 weeks	4 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12 Unit Patron Goals
Course/Subject Theatre Production I Goal

OBJECTIVE:

Students will keep accurate records of patrons of the arts, season ticket holders, and frequent theatre patrons.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Computer

Data base

EVALUATION TECHNIQUES:

Teacher observation

Completed projects

CROSS CURRICULAR CODE:

C, GT, EE, CC

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: PATRON RECORDKEEPING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	2 weeks	4 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Direct Mailing
Course/Subject Theatre Production I Goal

OBJECTIVE:

Students will use patron records to create a mailing list.
Direct mailing is an effective method of advertising and shall be a valuable asset to the theatre program.

ACTIVITIES:

Develop

Create advertising for mail.

MATERIALS &
RESOURCES:

computer, word processing

EVALUATION TECHNIQUES:

Teacher observation

Completed projects

CROSS CURRICULAR CODE:

C, GT, CC, EE

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: DIRECT MAILING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	3 weeks	3 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Newsletter
Course/Subject Theatre Production I Goal

OBJECTIVE:

To write a newsletter (quarterly) informing general public of theatre events and schedules.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Model newsletters from other organizations.

Word processing on computer.

EVALUATION TECHNIQUES:

Teachers observation

CROSS CURRICULAR CODE:

C, GT, EE, CC

TIME ALLOTMENT:

On-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: NEWSLETTER

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	3 weeks	3 weeks
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit House Management
Course/Subject Theatre Production I Goal

OBJECTIVE:

Students will be in charge of house management for a theatre event.

Students will lead as manager and serve for students programs in various house positions.

ACTIVITIES:

Develop

MATERIALS &
RESOURCES:

Stage Management, Stern

EVALUATION TECHNIQUES:

Teacher observation

Completed project

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

On-going, Individualized

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: HOUSE MANAGEMENT

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	2 weeks	2 weeks
11			
12			

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: MANAGER JOBS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	135 minutes	3 days	
12			

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: DIRECTOR's Book

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	90 min utes	2 days	
11			
12			

Theatre Production II

Major Goals: Theatre Production II - Production Project

This course is designed for the student who has successfully completed Theatre Production I. As a result of taking this course the student will be able to create, organize and implement and complete a production project of the student's choice.

The student will:

a. Have a brief review of all production activities.
b. Meet daily with instructor to discuss progress, problems, etc.

SCOPE AND SEQUENCE

Key: I - Introduce
D - Development
M - Master
R - Reinforcement

THEATRE PRODUCTION II

	K	1	2	3	4	5	6	7	8	9	10	11	12
Computer Box Office Skills												M/R	
Ticket Order Processing												R	
Ticket Packages-Creation												M/R	
Press Releases Write&Distribution												M/R	
Displays-Creation												R	
Posters-Design Print&Distribute												R	
Programs-Design, print & Distribution												R	
Patron Record Keeping												M/R	
Direct Mail-Writing and Distribution												M/R	
Newsletter-Writing & Distribution												M/R	
House Management Skills												M/R	
Box Office Management												I,D M	
Independent Project												I,D M	

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: REINFORCE PRODUCTION I SKILLS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	2 weeks	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12 Unit Independent Stud.
Course Subject Theatre Production II Goal

OBJECTIVE:

Student in Theatre Production II will assure the leadership role in production projects. Student will recruit and guide other students, create schedules, and be responsible for a major facet of production.

ACTIVITIES:

Develop with instructor by individuals.

MATERIALS & RESOURCES:

TBA
As need or required

EVALUATION TECHNIQUES:

Teacher observation
Completed project

CROSS CURRICULAR CODE:

C, GT, CL, EE

TIME ALLOTMENT:

Individualized and on-going

BEST COPY AVAILABLE

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: INDEPENDENT STUDY (PROD II)

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	16 weeks	
12			

Theatre Tech I

Major goals: Theatre Tech I

As a result of taking this course, the student will be able to:

1. Perform the duties of the light crew including:

    a. Inventory and clean gel storage.
    b. Check equipment operation.
    c. Assist with light hang and focus.
    d. Attend rehearsals to check light cue needs.
    e. Create lighting cue sheet with Technical Director.
    f. Practice lighting cues.
    g. Start lights for rehearsal and performances.
    h. Run light cues during performance.
    i. Run a dimmer check with stage manager each night.
    j. Fix last minute problems each night.
    k. Strike all gels and gobos from stage lights.
    l. Complete the strike.
    m. Report any damage to director.
    n. Learn and perform maintenance on lighting equipment.

2. Perform the duties of the sound crew including:

    a. Set up, check and operate sound equipment.
        1. Technical rehearsals and performances
        2. Headsets
        3. Microphones
        4. Sound tape and recorder
    b. Check sound tape for all cues and quality.
    c. Sit in on rehearsals to see cue needs.
    d. Plan cue sheet with Technical Director.
    e. Set volume levels to be recorded on cue sheet.
    f. Run show from booth with Technical Director and Stage Manager.
    g. Test all equipment each night.
    h. Strike and store all equipment each night in proper location.
    i. Strike and store any additional equipment.
    j. Report any damage or theft immediately to Technical Director.

Theatre Tech I (cont.)

3. Perform the duties of the stage manager including:

   a. Prepare pre-show check list.
   b. Run pre-show check list.
   c. Set stage for rehearsals.
   d. Take notes during rehearsals.
   e. Write light and sound cues with director.
   f. Call cues and times for cast and crew.
   g. Call cues during technical rehearsals.
   h. Run backstage cue calls (when necessary.)
   i. Communicate with technical crew and note all problems.
   j. Run scene shifts.
   k. Check performers for "places."
   l. Assist where needed in technical crew.
   m. Assist performers on and off stage.
   n. Store and clear stage props each night.
   o. Assist with strike.
   p. Assist with clean-up after strike.
   q. Report problems to Director.

4. Execute basic set construction techniques.

SCOPE AND SEQUENCE

Key: I - Introduce
D - Development
M - Master
R - Reinforcement

THEATRE TECH I

	K	1	2	3	4	5	6	7	8	9	10	11	12
LIGHTING -													
Light Hanging & Focusing											I,D M		
Creating Light Cue Sheet											I/ D		
Working With Color											I		
Spot Light Operation											I/ D		
Control Board Operation											I/ D		
Learn & Perform Light Maintenance											I/ D		
Computerized Lighting													
- Know Control Board											I		
- Creating Cues											I/ D		
- Operation											I		
											I/ D		
SOUND													
Operate "Clean Cam"											I,D M		
Create Sound Cue Sheet											I/ D		
Operate Sound Board											I/ D		
Maintain mikes, CAbles&Speakers											I,D M		
Learn Michrophone Placement											I		
Learn Speaker Placement											I		
Learn Sound Levels&Checks											I/ D		

SCOPE AND SEQUENCE

Key: I - Introduce
D - Development
M - Master
R - Reinforcement

THEATRE TECH I

	K	1	2	3	4	5	6	7	8	9	10	11	12
STAGE MANAGEMENT													
Operate & Create Director's Book											I/D		
Learn Manager Jobs:													
-Cues to Tech and Actors											I,D M		
-Scene Shifts											I,D M		
-Store & Maintain Stage Props											I,D M		
Prepare pre-show checks											I,D M		
SET CONSTRUCTION TECHNIQUES													
Learn basic "flat" construction											I/D		
Learn basic scene painting											I		
Learn use of platforms											I/D		
Learn proper set bracing including:													
--Doors											I/D		
--Windows											I/D		
--Walls											I/D		
Learn "Dutchman" technique											I/D		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Lighting , Hanging and Focusing

Course/Subject Theatre Tech I Goal

OBJECTIVE:

Students will know how to properly hang, aim, and focus a lighting instrument.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Scenery, Gillette

Shedding Some Light, (video)

EVALUATION TECHNIQUES:

Teacher observation
Quiz
Test

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

On-going
Basic skills in two weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: LIGHT HANGING & FOCUSING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Sound-Microphone and Speaker Placement

Course/Subject Theatre Tech I Goal

OBJECTIVE:

Students will learn where to place sound equipment and sound reinforcement equipment on the stage.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

TBA
As need per show

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

On-going

TIME ALLOTMENT:

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Microphone and Sepaker Placement

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	90 minutes	2 days	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12

Unit Stage Management- Create Director's Book

Course/Subject Theater Tech I

Goal

OBJECTIVE:

Students will put together prompt book for their use as a stage manager.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Management, Stern

Backstage Handbook, Carter

EVALUATION TECHNIQUES:

Teacher observation
Completed project

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

4-6 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12

Unit Stage Management-Operations

Course/Subject Theater Tech I

Goal

OBJECTIVE:

Students will be involved as stage managers for a theatre production.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Management, Stern

Backstage Handbook, Carter

EVALUATION TECHNIQUES:

Teacher observation

Completed project

CROSS CURRICULAR CODE:

BS, C, GT

TIME ALLOTMENT:

6-8 Weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: PROBLEM SOLVING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	1 week	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12

Unit Set construction- "Flat" Construction

Course/Subject Theater Tech I

Goal

OBJECTIVE:

Student will learn to assemble and maintain a basic stage flat.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation
Test

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

2 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: FLAT CONSTRUCTION

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	2 weeks	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12

Unit Set Construction-Use of Platforms

Course/Subject Theatre Tech I

Goal

OBJECTIVE:

Students will learn to build platforms for stage use.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Scenery, Gillette

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

1 week initial study, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: USE OF PLATFORMS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12

Unit Set Construction-Stage Bracings

Course/Subject Theatre Tech I

Goal

OBJECTIVE:

Students will learn how to support stage scenery.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Scenery, Gillette

EVALUATION TECHNIQUES:

Teachers observation

CROSS CURRICULAR CODE:

BS, C

TIME ALLOTMENT:

1 week basic study, then on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: SET BRACING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12

Unit Set Construction-"Dutchman" Technique in Flat Joints

Course/Subject Theatre Tech I

Goal

OBJECTIVE:

Students will learn how to hide the joints in flats using the "Dutchman" technique.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS, C

TIME ALLOTMENT:

1 week, then on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: "DUTCHMAN" TECHNIQUE

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12

Unit Set Construction-Scene Painting

Course/Subject Theatre Tech I

Goal

OBJECTIVE:

Students will paint scenery - learning basic painting techniques for the stage.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Scenery, Gillette

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS, GT, C

TIME ALLOTMENT:

individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: SCENE PAINTING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	2 weeks	
11			
12			

Theatre Tech II

Major goals: Theatre Tech II

This course is designed for the student who has successfully completed Theatre Tech I. As a result of this course, the student will be able to:

1. Create light designs for theatre and concert production.

2. Create set designs for theatre productions.

3. Execute more complex set construction techniques.

4. Develop an awareness of all technical requirements for a production.

SCOPE AND SEQUENCE

Key: I - Introduce
D - Development
M - Master
R - Reinforcement

THEATRE TECH II

	K	1	2	3	4	5	6	7	8	9	10	11	12
LIGHT DESIGNS													
Introduce "3" & "5" LIght Theories												I/ D	
Creating Special Effects												I/ D	
Create Designs for General Use												I,D M	
Effective Color Selection for Mood and Environment												I/ D	
SET DESIGNS													
Create "box set" Designs												I/ D	
Create "abstract" Designs												I/ D	
Create "multiple scene" Designs												I/ D	
"Problem solving" sets												I/ D	
SET CONSTRUCTION TECHNIQUES													
Advanced Flat Construction												I,D M	
"Finish" work												I/ D	
Advanced Scene Painting												I/ D	
Develop awareness of technical needs for production												D/ M	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Light Design-Designs for General Use

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will create light designs for general lighting needs. These designs will be used for band, orchestra and choral concerts.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation
Completed program

CROSS CURRICULAR CODE:

C, EE, GT

TIME ALLOTMENT:

individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: DESIGNS FOR GE NERAL USE (TECH II)

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	1 week	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Set Construction-Awareness of Tech Needs

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will develop an overall sense of technical needs for production including problem solving, scene enhancement, and an easier, more efficient method of production.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Develop - Mostly this objective will use the students' own resources.

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART
THEATRE TECH II

SUBJECT: AWARENESS OF TECH NEEDS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	2 weeks	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Light Design-Creating Special Effects

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will learn to create special lighting effects.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation
Completed project

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: SPECIAL EFFECTS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	1 week	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Light Design-Learn 3",4",5" Light Theories

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will learn basic light design strategies.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Shedding Some Light (video)
Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: "3" & "4" LIGHT THEORIES

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	2 weeks	
12			

Grade Level 11 - 12

Unit Set Design-Create "Abstract" Design

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will create an "Abstract" set design for use in production.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation
Completed projects

CROSS CURRICULAR CODE:

C, EE, GT

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: "ABSTRACT" DESIGNS (TECHII)

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	2 weeks	
12			

Grade Level 11 - 12

Unit Set Design-"Multiple Scenes" Designs

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will design sets for a show that requires more than one setting.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation
Completed projects

CROSS CURRICULAR CODE:

C, EE, GT

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Lighting - Light Cue Sheet

Course/Subject Theatre Tech I Goal

OBJECTIVE:

Students will learn to construct a lighting cue sheet for use in a production.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Quiz

Test

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

2 - 3 WEEKS

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: LIGHT CUE SHEET

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Lighting -Working with Color

Course/Subject Theatre Tech I Goal

OBJECTIVE:

Students will learn to use gels to create mood and setting. They will also learn maintenance of gel frames and construction of a gel.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Color of Light (video)

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

1 - 2 weeks, then on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: WORKING WITH COLOR

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Lighting-Spot Light Operation

Course/Subject Theatre Tech I Goal _____

OBJECTIVE:

Students will learn to operate and maintain spotlight.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Scenery, Gillette

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

2 weeks, then on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: SPOT IGHT OPERATION

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
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6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12

Unit Lighting-Central Board Operation

Course/Subject Theatre Tech I

Goal

OBJECTIVE:

Students will learn to operate the manual control board.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

2 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Lighting-Light Maintenance

Course/Subject Theatre Tech I Goal

OBJECTIVE:

Students will learn basic wiring, lamp installation and lens maintenance.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Lights

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

On-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: LIGHT MAINTENANCE

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Lighting-Computerized Lighting

Course/Subject Theatre Tech I Goal

OBJECTIVE:

Students will learn to operate and program the computerized light system.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

TBA
as needed

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

On-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: COMPUTERIZED LIGHTING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10-12 Unit Sound-Operate Clear Com System

Course/Subject Theatre Tech I Goal

OBJECTIVE:

Students will be introduced to and learn to operate the Clear Com Intercom system.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Clear Com Systems and cable.

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

3 days

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: "CLEAR COM"

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	90 minutes	2 days	
11			
12			

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: CONTROL BOARD OPERATIONS

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12
Course/Subject Theatre Tech I

Unit Sound-Write Sound Cues
Goal

OBJECTIVE:

Students will create sound cues to be used in theatre productions.

ACTIVITIES:

Develop

MATERIALS &
RESOURCES:

Scene Technology, Arnold

Completed project

EVALUATION TECHNIQUES:

BS

CROSS CURRICULAR CODE:

3 weeks

TIME ALLOTMENT:

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: SOUND CUE SHEET

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	135 minutes	3 days	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE.

Grade Level 10 - 12 Unit Sound - Operate Sound Board

Course/Subject Theatre Tech I Goal _____

OBJECTIVE:

Students will be introduced to the sound board and will learn the function of the sound system and how it operates.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Sound systems and components in theater.

EVALUATION TECHNIQUES:

Teachers observation

Test

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

2 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: SOUND BOARD

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	225 minutes	1 week	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12

Unit Sound-Establishing Quality Sound Levels

Course/Subject Theatre Tech I

Goal

OBJECTIVE:

Student will learn to establish high quality sound at various volumes.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Sound equipment

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Sound Levels

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	45 min	1 day	
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 10 - 12 Unit Sound-Equipment Maintenance

Course/Subject Theater Tech I Goal

OBJECTIVE:

Students will learn basic soldering and wiring of cables, proper maintenance of microphones and storage of cables.

ACTIVITIES:

Developed

MATERIALS & RESOURCES:

Microphones and cables.

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

BS

TIME ALLOTMENT:

3 days

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: MAINTENANCE OF SOUND EQUIPMENT

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	90 minutes	2 days	
11			
12			

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: MULTIPLE SCENE SET

THEATRE TECH II

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	2 weeks	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Set Construction-Advanced Scene Painting

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will learn advanced scene painting techniques.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold
Stage Scenery, Gillette
How Do I Paint It, (video)

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART
THEATRE TECH II

SUBJECT: ADVANCED SCENE PAINTING

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	1 week	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12 Unit Set Design-Create "Box Set"

Course/Subject Theatre Tech II Goal

OBJECTIVE:

Students will create a "box set" for use in a production.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Scenery, Gillette

Scene Technology, Arnold

EVALUATION TECHNIQUES:
Teacher observation
completed project

CROSS CURRICULAR CODE:

C, EE, GT

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: "BOX SET" DESIGN (TECH II)

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	2 weeks	
12			

Grade Level 11 - 12

Course/Subject Theatre Tech II

Unit Light Designs-Using Color Effectively

Goal

OBJECTIVE:

Students will study the effects of color in creating light designs.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Color of Light - video

Scenic Technology, Arnold

Roscoe's Gel packets

EVALUATION TECHNIQUES:

Teacher observation

Completed projects

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: USING COLOR (TECH II)

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	2 weeks	
12			

Grade Level 11 - 12

Unit Set Design-"Problem Solving" Sets

Course/Subject Theatre Tech II

Goal _____

OBJECTIVE:

Students will design sets that resolve problems that are written into most production. (Examples: running water, snow, etc.)

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Scenery, Gillette
Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Set Construction-"Finish" work

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will learn the fine art of applying the "finishing touches" to stage scenery.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold
Stage Scenery, Gillette

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, EE, GT

TIME ALLOTMENT:

individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

THEATRE TECH II

SUBJECT: "FINISH" WORK

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	1 week	
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11 - 12

Unit Set Construction-Advanced Flat Construction

Course/Subject Theatre Tech II

Goal

OBJECTIVE:

Students will become more advanced and proficient at set construction and will be able to construct more difficult pieces of scenery. (Examples: Door flats, window flats, etc.)

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Stage Scenery, Gillette

Scene Technology, Arnold

EVALUATION TECHNIQUES:

Teacher observation

Completed project

CROSS CURRICULAR CODE:

C, EE, GT

TIME ALLOTMENT:

Individualized, on-going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

THATRE TECH+II

SUBJECT: ADVANCED SET CONSTRUCTION

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 minutes	1 week	
12			

BADGE Tech III

,oals: Theatre Tech III - Production Project

course is designed for students who has successfully ,leted Theatre Tech I and II. As a result of taking this ırse the student will be able to design, organize and implement ı technical aspects of a theatre production including:

. Lighting

2. Set(s)

3. Assembling, organizing and managing the technical staff.

The student will meet daily with instructor to discuss progress, problems, etc.

SAMPLE: SCOPE AND SEQUENCE

KEY: I - Introduce
D - Development
M - Master
R - Reinforcement

THEATRE TECH III

	K	1	2	3	4	5	6	7	8	9	10	11	12
Develop all technical needs for a													
theatre production including:													
- Lighting													D,M, R
- Set (s)													D,M R
- Personnel Requirements													M /R
- Construction needs													M /R
- Deadlines													D,M R

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 12 Unit Independent Project-Technical Production

Course/Subject Theatre Tech III Goal

OBJECTIVE:

Student will be the technical designer and technical direction for a production.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

Scene Technology, Arnold
Stage Scenery, Gillette

EVALUATION TECHNIQUES:

Teacher observation
Completed project

CROSS CURRICULAR CODE:

C, EE, GT

TIME ALLOTMENT:

Individualized

* AR - At Risk GT - Gifted & Talented CL - Computer Literacy
C - Careers EE - Education for Employment BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Theatre Tech III- Independent Project

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12	225 Minutes	18 weeks	

PHILOSOPHY OF EDUCATION

We recognize that our society is one which operates in a framework of self government and that its processes depend upon the educational development of every citizen. We believe that a community's and a nation's greatest resource is its people, especially the students of our schools. We consider the students to be the nucleus of the school system and our educational decisions are guided by what we consider to be best for every student. We believe that the goal of our district is to provide a comprehensive education for each student.

We believe a comprehensive education provides each student with equal opportunity to become all that he or she is capable of becoming and to be recognized as an individual with differing physical, social, emotional and intellectual capacity. In addition to the basic skills of reading, writing, speaking, thinking, listening, computing and evaluating, a comprehensive education also requires the student to:

- develop a feeling of pride in self, school, and respect for other peoples' feelings and property
- develop a commitment to lifelong learning and personal growth
- to develop a personal code of values and ethics
- develop excellence in critical and disciplined thinking, and a commitment to the value of intellectual rigor
- develop excellence in the skills that equip the learner for economic productivity and teach each student how to apply academic concepts in the real world
- develop informed and concerned citizens who engage in responsible social action

We believe that the school system shares with the family and community the responsibility of providing a comprehensive education. The community has an obligation to support the efforts of the school system in providing the best education possible for each of our students. The family provides the basic values and beliefs which determine a student's attitudes towards the community and schools efforts on their behalf. The partnership of family, community and school system provide a learning laboratory from which our students emerge prepared to take their places in planning and shaping the future of our world.

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GOALS AND RESPONSIBILITIES

The school is more than a collection of people, subjects and grade levels. The qualities of the school as a whole can either enhance or detract from the classroom learning environment. Clear expectations, consistency and collaborating, strong instructional leadership, and a central focus on learning are all important in pursuing instructional effectiveness.

As a public comprehensive school district serving a diverse population, the district offers curricular and co-curricular programs that serve the intellectual, physical, aesthetic, emotional and social needs of all students. We believe that the community, parents, school board, staff and students share the responsibility for the educational process. To provide a plan for implementing the board's philosophy, the district has established the following goals and responsibilities.

COMMUNITY

- To provide the financial resources necessary for carrying out the programs of the district
- To provide a learning laboratory from which our students emerge prepared to take their place in society
- To assist the school board in identifying the educational philosophy and goals of the district
- To be a human resource for the schools to use to enhance and expand the curriculum and instruction provided by the professional staff

SCHOOL BOARD

- To create an environment in which the pursuit of instructional effectiveness is valued
- To establish clear and stable policies
- To establish expectations for improvement and a strong system of support to help the district's schools become increasingly more effective
- To be responsive to all parts of the community
- To provide and allocate financial resources for programs and facilities for both the present and the future

PARENTS

- To demonstrate interest and involvement in their children's education
- To help develop, support and evaluate school policies and programs
- To establish a learning environment in the home that increases the success of the child in school
- To have high expectations for their children
- To act as positive role models

STUDENTS

- To accept the primary responsibility for their education
- To attend class and required activities
- To prepare for and participate in class activities
- To follow school policy
- To demonstrate respect for others and themselves
- To demonstrate tolerance for others' ideas and beliefs
- To have high expectations for their own achievement and performance
- To work hard and to achieve their full potential

ALL EMPLOYEES

- To have high expectations for behavior and performance for students and staff
- To support and follow school policies
- To be sensitive and responsive to our diversities
- To maintain effective communication within the community
- To create an atmosphere in which caring, warmth, respect and consideration are part of the interactions among students, parents and colleagues
- To provide a safe and healthful environment
- To demonstrate professionalism in communications, appearance and conduct
- To act as positive role models

THERE ARE SPECIAL RESPONSIBILITIES FOR CERTIFIED STAFF AS THEY DEAL WITH STUDENTS.

CERTIFIED STAFF

- To believe that all students can learn and enthusiastically accept the challenge to teach them
- To grow professionally
- To be sensitive and responsive to the individual needs of students
- To teach controversial subject matter in an unbiased way
- To challenge students' minds

- To continually strive to improve instructional effectiveness and to seek opportunities to interact with students
- To help students develop a sense of responsibility and independence
- To strive for consistency and understanding in disciplinary dealings with students
- To seek opportunities to interact positively with students both in and out of the classroom.

IT IS THE RESPONSIBILITY OF THOSE IN ADMINISTRATIVE POSITIONS TO ASSUME THE LEADERSHIP ROLE AS ADVOCATE OF PUBLIC EDUCATION.

ADMINISTRATORS

- To provide instructional leadership
- To implement school policy
- To provide opportunities for inservice education and professional growth
- To create a climate that encourages innovative programs
- To encourage teachers to develop alternative methods of teaching in order to be effective with all students
- To insure that all professional staff recognize the importance of individual learning styles among students and meet their needs
- To plan for the future
- To be sensitive and responsive to the needs of individual teachers
- To assure that curriculum is based on clear goals and objectives that are implemented
- To engage in management by supervising in the classrooms, in the halls, on the grounds - maintaining a strong, personal presence in the school building.

ACTING FOR THE MUSICAL

Major Goal - This course is designed for the student who has an interest in musical theatre and has been cast in a Badger High School musical production by successfully passing an audition.

As a result of taking this course, the student will be able to:

a. develop a character role for the musical.
b. understand the importance of the chorus.
c. memorize lines and music.
d. learn choreography.
e. understand the special vocal techniques used in the musical.
f. successfully perform the prepared role.

SAMPLE: SCOPE AND SEQUENCE

KEY: I - Introduce
D - Development
M - Master
R - Reinforcement

	K	1	2	3	4	5	6	7	8	9	10	11	12
Memorization													
Music										IDM	IDM	IDM	IDM
Lines										IDM	IDM	IDM	IDM
Develop a Character													
Voice										IDM	IDM	IDM	IDM
Movement										IDM	IDM	IDM	IDM
Using Props										IDM	IDM	IDM	IDM
The Importance of the Chorus													
Creating the Picture										ID	ID	ID	ID
Being a Person										ID	ID	ID	ID
Choregraphy													
Basic Dance Steps										ID	ID	ID	ID
Maintaining Character										ID	ID	ID	ID
Vocal Techniques for the Musical													
Pitch										ID	ID	ID	ID
Volume										ID	ID	ID	ID
Performance										IDM	IDM	IDM	IDM

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Memorization Learning music

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	1500 min.	2 weeks	
10	1500 min.	2 weeks	
11	1500 min.	2 weeks	
12	1500 min.	2 weeks	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Memorization
Course/Subject Acting for the Musical Goal Learning the music

OBJECTIVE:

Student will learn songs from musical.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Memorization Learning Lines

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	750 min.	1 week	
10	750 min.	1 week	
11	750 min.	1 week	
12	750 min.	1 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Memorization
Course/Subject Acting for the Musical Goal Learning the lines

OBJECTIVE:

Student will learn and memorize dialogue from the script.

ACTIVITIES:

Develop

ATERIALS &
ESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized

AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Develop Character Role Voice

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	1500 min.	2 weeks	
10	1500 min.	2 weeks	
11	1500 min.	2 weeks	
12	1500 min.	2 weeks	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Developing A Character
Course/Subject Acting for the Musical Goal Use of voice

OBJECTIVE:

Students will be introduced to different techniques used to strengthen, enhance and develop a student's voice.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk GT - Gifted & Talented CL - Computer Literacy
C - Careers EE - Education for Employment BS - Basic Skills
EN - Environmental Education

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Develop Character Role Movement

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	750 min.	1 week	
10	750 min.	1 week	
11	750 min.	1 week	
12	750 min.	1 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Developing a Character
Course/Subject Acting for the Musical Goal Character Movement

OBJECTIVE:

Student will learn basic movements necessary to non-verbally communicate character traits.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Develop Character Role Using Props

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.	.5 week	
10	375 min.	.5 week	
11	375 min.	.5 week	
12	375 min.	.5 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Developing A Character
Course/Subject Acting for the Musical Goal Use of Props

OBJECTIVE:

Student will learn proper use and care of hand props.

ACTIVITIES:

Develop

MATERIALS &
RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized an on going.

AR - At Risk GT - Gifted & Talented CL - Computer Literacy
C - Careers EE - Education for Employment BS - Basic Skills
EN - Environmental Education

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Importance of the Chorus
Creating "the picture"

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.	.5 week	
10	375 min.	.5 week	
11	375 min.	.5 week	
12	375 min.	.5 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Importance of the Chorus

Course/Subject Acting for the Musical Goal Creating "the picture"

OBJECTIVE:

A student will learn the importance of the chorus and the role the entire chorus plays in the musical.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Importance of the Chorus
Being "a person"

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.	.5 week	
10	375 min.	.5 week	
11	375 min.	.5 week	
12	375 min.	.5 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Importance of the Chorus

Course/Subject Acting for the Musical Goal Being "a person"

OBJECTIVE:

The student will learn to visualize himself/herself as a person and as an important member of the cast, not as just an extra.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Choregraphy
Basic Dance Steps

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	750 min.	1 week	
10	750 min.	1 week	
11	750 min.	1 week	
12	750 min.	1 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Choreography
Course/Subject Acting for the Musical Goal Learn Basic Steps

OBJECTIVE:

Student will learn dance steps that are basic and part of all choreography.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Choregraphy Maintaining Character

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	750 min.	1 week	
10	750 min.	1 week	
11	750 min.	1 week	
12	750 min.	1 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Choreography
Course/Subject Acting for the Musical Goal Maintain Character while dancing

OBJECTIVE:

Student will learn to remain "in character" while performing dance steps.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Vocal Techniques for the Musical Pitch

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.	.5 week	
10	375 min.	.5 week	
11	375 min.	. 5 week	
12	375 min.	. 5 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Vocal Techniques
Course/Subject Acting for the Musical Goal Improving Pitch

OBJECTIVE:

Student will be introduced to methods used to improve and control the pitch of his/her voice.

ACTIVITIES:

Develop

MATERIALS &
RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Vocal Techniques for the Musical Volume

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.	.5 week	
10	375 min.	. 5 week	
11	375 min.	. 5 week	
12	375 min.	. 5 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Vocal Techniques
Course/Subject Acting for the Musical Goal Improving Volume

OBJECTIVE:

Student will be introduced to techniques that will increase his/her volume.

ACTIVITIES:

Develop

MATERIALS &
RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Performance

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	750 min.	1 week	
10	750 min.	1 week	
11	750 min.	1 week	
12	750 min.	1 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Performance
Course/Subject Acting for the Musical Goal

OBJECTIVE:

Student will demonstrate all facets of the musical production that he/she has learned through a series of performances.

ACTIVITIES:

Develop and include, dress rehersals and performances.

ATERIALS &
RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

* AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

DRAMATIC ACTING

Major Goal - This course is designed for the student who has an interest in acting and has been cast in a Badger High School dramatic production by successfully passing an audition. As a result of taking this course, the student will be able to:

a. memorize a script.

b. understand the techniques used to develop a character.

c. develop stage movement that is appropriate for the character.

d. understand the techniques used to develop a character voice.

e. successfully perform a prepared role.

SAMPLE: SCOPE AND SEQUENCE

KEY: I - Introduce
D - Development
M - Master
R - Reinforcement

	K	1	2	3	4	5	6	7	8	9	10	11	12
Memorization										IDM	IDM	IDM	IDM
Develop a Character													
Facial expression										ID	ID	ID	ID
Body movement and gesture										ID	ID	ID	ID
Researching a character										ID	ID	ID	ID
Stage Movement													
Basic blocking										IDM	IDM	IDM	IDM
Stage business										IDM	IDM	IDM	IDM
Using props										IDM	IDM	IDM	IDM
Character Voice													
Using pitch										ID	ID	ID	ID
Using Volume										ID	ID	ID	ID
Understanding Clarity										ID	ID	ID	ID
Understanding Quality										ID	ID	ID	ID
Performance										IDM	IDM	IDM	IDM

BEST COPY AVAILABLE

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Memorization

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	750 min.	2 weeks	
10	750 min.	2 weeks	
11	750 min.	2 weeks	
12	750 min.	2 weeks	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Memorization
Course/Subject Dramatic Acting Goal

OBJECTIVE:

Student will learn techniques which aid in memorizing dialogue.

ACTIVITIES:

Develop

MATERIALS & ESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Characterization Facial expression

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	150 min.		
10	150 min.		
11	150 min.		
12	15[illegible] min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9 - 12
Course/Subject Dramatic Acting

Unit Characterization
Goal Facial Expression

OBJECTIVE:

Student will learn to use facial expressions to help communicate character.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

Characterization

SUBJECT: Body movement & gestures

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	300 min.		
10	300 min.		
11	300 min.		
12	300 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9 - 12
Course/Subject Dramatic Acting

Unit Characterization
Goal Movement and gestures

OBJECTIVE:

Student will learn gestures and movements which help communicate the character's personality.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C , GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Characterization
Researching a character

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	300 min.		
10	300 min.		
11	300 min.		
12	300 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9 - 12
Course/Subject Dramatic Acting

Unit Characterization
Goal Researching a character

OBJECTIVE:

Students will learn to study real people who have similar traits as the character he/she will portray.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

On going

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Stage Movement
Basic blocking

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	450 min.		
10	450 min.		
11	450 min.		
12	450 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12
Course/Subject Dramatic Acting

Unit Stage Movement
Goal Basic blocking

OBJECTIVE:

Student will learn the theories of basic stage "blocking" and his/her own specific "blocking."

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Stage Movement
Stage business

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	150 min.		
10	150 min.		
11	150 min.		
12	150 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9 - 12
Course/Subject Dramatic Acting

Unit Stage Movement
Goal Stage Business

OBJECTIVE:

Student will learn to communicate character by developing "stage business".

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

Stage Movement

SUBJECT: Using props

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	150 min.		
10	150 min.		
11	150 min.		
12	150 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Stage Movement
Course/Subject Dramatic Acting Goal Using Props

OBJECTIVE:

Student will learn to use and care for and maintain hand props.

ACTIVITIES:

Develop

MATERIALS &
'ESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Character Voice Using pitch

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.		
10	375 min.		
11	375 min.		
12	375 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9 - 12
Course/Subject Dramatic Acting

Unit Character Voice
Goal Pitch

OBJECTIVE:

Student will learn how pitch communicates character and how it relates to volume.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

Character Voice

SUBJECT: Using volume

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.		
10	375 min.		
11	375 min.		
12	375 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9 - 12
Course/Subject Dramatic Acting

Unit Character Voice
Goal Volume

OBJECTIVE.

Student will learn techniques that will improve volume and control of the voice.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

Appendix :

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Character Voice Understanding clarity

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.		
10	375 min.		
11	375 min.		
12	375 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12
Course/Subject Dramatic Acting

Unit Character Voice
Goal Clarity

OBJECTIVE:

Student will learn techniques that improve diction and contributes to overall clarity.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Character Voice Understanding quality

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	375 min.		
10	375 min.		
11	375 min.		
12	375 min.		

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9-12 Unit Character Voice
Course/Subject Dramatic Acting Goal Quality

OBJECTIVE:

Student will learn to use vocal quality to help communicate character's emotion and age.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Performance

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	750 min.	1 week	
10	750 min.	1 week	
11	750 min.	1 week	
12	750 min.	1 week	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 9 - 12 Unit Performance
Course/Subject Dramatic Acting Goal

OBJECTIVE:

Student will demonstrate all facets of the dramatic performance that he/she has learned through a series of performances.

ACTIVITIES:

Develop and include,
Dress rehersals and performances.

MATERIALS & RESOURCES:

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

THEATRE PRACTICUM

Major Goal - Complete an independent theatre project.

This course is designed for the student who has completed Theatre Production and Technical Theatre courses. As a result of taking this course, the student will be able to complete a theatre project that has been selected by the student with the advise and consent of the instructor. The student will:

a. meet with the instructor to determine needs and goals.

b. meet with the instructor as needed to discuss progress and problems.

SAMPLE: SCOPE AND SEQUENCE

KEY: I - Introduce
D - Development
M - Master
R - Reinforcement

	K	1	2	3	4	5	6	7	8	9	10	11	12
Independent Study												IDM	IDM

SAMPLE:

TIME ALLOCATION CHART

SUBJECT: Independent Study

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	225 min.	16 weeks	
12	225 min.	16 weeks	

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 11-12 Unit Independent Study
Course/Subject Theatre Practium Goal

OBJECTIVE:

Student taking Theatre Practium will be responsible for a major Theatre project.

ACTIVITIES:

Developed by student with instructor.

ATERIALS &
RESOURCES:

TBA as needed and required.

EVALUATION TECHNIQUES:

Teacher Observation

CROSS CURRICULAR CODE:

C, GT, EE

TIME ALLOTMENT:

Individualized and on going.

AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

LAKE GENEVA SCHOOLS
THEATRE ARTS DEPARTMENT

GENERAL OBJECTIVES

As its main goal, the Theatre Arts Department will provide students with both the technical and applicable experiences in the art form of theatre. The curriculum is designed to have the students realize their individual capabilities in the arts either as a viewer or as a participant.

Lake Geneva Schools, with its commitment to students, believes strongly that a solid foundation and understanding in all the arts will provide students with a more effective ability to communicate their views and feelings in today's challenging world.

Lake Geneva Schools' theatre curriculum has evolved to provide middle school experience with the following objectives and goals:

1- to encourage students to measure and expand their artistic and aesthetic sensibilities by heightening their aural, visual, emotional perceptions, and motor abilities.

2- to challenge each student's problem solving capabilities through the use of imagination, communication and applied knowledge.

3- to further the students' cultural understanding of themselves, society, and the world.

4- to have students gain a sense of understanding of their personal sense of responsibility, self-respect, and discipline by developing both the individual and group-common goal directions.

OVERVIEW

The theatre curriculum is more "developmental" in approach than the more "performance" based upper level courses. The theatre courses contain experimental and technical exercises in theatre. Over the two year period, students learn the theatre's basic fundamental

elements while becoming more aware of their artistic and communicative capabilities from a performing arts perspective.

LAKE GENEVA SCHOOLS
THEATRE ARTS DEPARTMENT
BIBLIOGRAPHY

THEATRE GAMES FOR REHEARSAL, Viola Spolin, Northwestern University Press

STAGE MAKEUP, Richard Corson, Prentice Hall

THE MAGIC GARMENT, PRINCIPLES OF COSTUME DESIGN, Rebecca Cunningham, Longham, Inc.

THE THEATRE PROPS HANDBOOK, Thurston James, Betterway Publications, Inc.

BASIC DRAMA PROJECTS, Fran Tanner, Clark Publishing Co.

INTRODUCTION TO THEATRE
7th Grade Level

MAJOR GOALS

As a result of taking this course, a student will be introduced to the following concepts.

1. Creative dramatics through mime, dialogue and movement

2. Using the imagination to develop dialogue, character traits and movement

3. Beginning theatre literature, understanding how to read a play

4. Performance and the technical preparation, production efforts and rehearsal times that lead to successful performances

SCOPE AND SEQUENCE

KEY: I - Introduce
D - Develop
M - Master
R - Reinforcement

7th GRADE
INTRODUCTION TO THEATRE

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Introduction to								I					
Creative Dramatics													
using Mime Dialogue													
and Movement													
2. Using Imagination								I					
to Develop Dialogue,													
Character Traits													
and Movement													
3. How to Read a Play								I					
4. Performance and								I/R					
Preparation													

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 7 Unit Mime

Course/Subject Intro to Theatre Goal

OBJECTIVE:

Students will be introduced to mime techniques and will perform basic mime movements.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached Bibliography

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 1 week

* AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

TIME ALLOCATION CHART

SUBJECT: Creative Drama & Mime

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7	225 min.	1 week	1 week
8			
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 7 Unit Dialogue and Creative Drama

Course/Subject Intro to Theatre Goal

OBJECTIVE:

Students will develop dialogue and scripts to describe mime movements.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 1 week

* AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

TIME ALLOCATION CHART

SUBJECT: Creative Drama & Dialogue

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7	225 min.	1 week	1 week
8			
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 7 Unit Creating Drama and Movement

Course/Subject Intro to Theatre Goal

OBJECTIVE:

Students will learn to use stage space.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 1 week

* AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

TIME ALLOCATION CHART

SUBJECT: Creative Drama & Movement

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7	225 min.	1 week	1 week
8			
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 7 Unit Imagination and Character

Course/Subject Intro to Theatre Goal

OBJECTIVE:

Students will create a character of their own.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached Resources

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

GT, C AR

TIME ALLOTMENT:

Individualized, 1 week

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

TIME ALLOCATION CHART

SUBJECT: Imagination and Character

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7	225 min.	1 week	1 week
8			
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 7 Unit Imagination and Movement

Course/Subject Intro to Theatre Goal

OBJECTIVE:

Students will add movement to the character they have developed.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 1 week

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

TIME ALLOCATION CHART

SUBJECT: Imagination and Movement

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7	225 min.	1 week	1 week
8			
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 7 Unit Imagination and Dialogue

Course/Subject Intro to Theatre Goal

OBJECTIVE:

Students will develop dialogue and scripts for an event they imagine their character being involved in.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 1 week

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

TIME ALLOCATION CHART

SUBJECT: Imagination and Dialogue

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7	225 min.	1 week	1 week
8			
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 7 Unit Reading a Play
Course/Subject Intro to Theatre Goal

OBJECTIVE:

Students will learn the techniques used in script reading.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Test

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 3 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

TIME ALLOCATION CHART

SUBJECT: Reading a Play

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7	225 min.	3 weeks	3 weeks
8			
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 7 Unit Performance and Preparation

Course/Subject Intro to Theatre Goal

OBJECTIVE:

Students will develop a play, using the characters they developed. The play will be performed at the end of the semester.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, on-going, 9 weeks

* AR - At Risk	GT - Gifted & Talented	CL - Computer Literacy
C - Careers	EE - Education for Employment	BS - Basic Skills
	EN - Environmental Education	

TIME ALLOCATION CHART

SUBJECT: Performance and Preparation

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7	225 min.	9 weeks	9 weeks
8			
9			
10			
11			
12			

CREATIVE DRAMATICS
8th Grade Level

MAJOR GOALS

As a result of taking this course, a student will be introduced to the following concepts.

1. Literature used as a "jumping off point" for characterization and improvisation

2. Basic costuming

3. Basic stage make-up

4. Participation in a performance at some level (tech, production, performing etc.)

SCOPE AND SEQUENCE

KEY: I - Introduce
D - Develop
M - Master
R - Reinforcement

CREATIVE DRAMATICS

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Literature used to									I				
develop characterization													
and improvisation													
2. Basic Costuming									I				
3. Basic Stage Make-up									I				
4. Participation in									I/R				
Performance													

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 8 Unit Literature and Character Dev.

Course/Subject Creative Dramatics Goal

OBJECTIVE:

Students will develop a character they have read about.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 1 week

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

TIME ALLOCATION CHART

SUBJECT: Literature and Character Development

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8	225 min.	1 week	1 week
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 8 Unit Literature and Improvisation

Course/Subject Creative Dramatics Goal

OBJECTIVE:

After reading a selection, students will improvise on ending, a new beginning and change in the plot.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Teachers observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 2 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

TIME ALLOCATION CHART

SUBJECT: Literature and Improvisation

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8	225 min.	2 weeks	2 weeks
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 8 Unit Basic Costuming
Course/Subject Creative Dramatics Goal

OBJECTIVE:

Students will design and build basic costuming.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Test and teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 3 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills

TIME ALLOCATION CHART

SUBJECT: Costuming

Time Allocated in Minutes

	Per Week	Per Semester	Per Year
K			
1			
2			
3			
4			
5			
6			
7			
8	225 min.	3 weeks	3 weeks
9			
10			
11			
12			

UNIT OF STUDY WITHIN GRADE LEVEL/COURSE

Grade Level 8 Unit Make-up
Course/Subject Creative Dramatics Goal

OBJECTIVE:

Students will learn basic stage make-up and will learn to apply their make-up designs.

ACTIVITIES:

Develop

MATERIALS & RESOURCES:

See Attached

EVALUATION TECHNIQUES:

Test, Teacher observation

CROSS CURRICULAR CODE:

C, GT, AR

TIME ALLOTMENT:

Individualized, 3 weeks

* AR - At Risk
C - Careers
GT - Gifted & Talented
EE - Education for Employment
EN - Environmental Education
CL - Computer Literacy
BS - Basic Skills